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ABSTRACT

A study sought to identify characteristics and competencies needed for successful teaching in inner city or urban schools. A review of studies concerning the identification of generic teaching competencies formed the basis for a questionnaire, used in a previous study which sought data on what preservice students should master prior to their student teaching experience. The current study focused on the same competencies as the earlier one, but asked teachers to rate listed competencies needed by the successful teacher in urban schools. Interviews were conducted with school administrators on their perceptions of the characteristics of successful teachers. Of the 198 teachers responding to the questionnaire, 47 were identified by administrators as outstanding. The research team concentrated on the responses of the teachers identified as outstanding and compared their responses to those of teachers not so identified. Responses did not reflect anticipated differences. More observations need to be made on what the outstanding teacher actually does in the interaction process with children. A copy of the questionnaire is appended. (JD)

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January 31, 1983
Association of Teacher Educators
Orlando, Florida

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BASIC COMPETENCIES AND CHARACTERISTICS OF THE SUCCESSFUL URBAN TEACHER

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[2] We wish to acknowledge gratefully the assistance and contributions of the following people without whom our study could not have been conducted: Annie Ruth Brown, Nelson Diaz, Jr., Betsy Faust, Dave Felton, Joella Good, Leonard Greenbaum, Charlene Houghton, Clarence Jones, Jr., George Kovachy, Gloria McPhee, Fred Morley, Delno Oliver, William Rosenberg, Nery Santa Cruz, Marjorie Santayana, Rita White.

[*] Urban schools or inner city schools were defined as those which had one or more of the following characteristics: 1) a mixed population of children (e.g., Black, Hispanic, Haitian, Non-Hispanic White, Asian, American Indian); 2) location in a low income neighborhood; 3) a substantial number of children who were receiving free lunches; 4) low income children who were in a special program for slow learners.

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Introduction

This study[2] was conducted to follow up on findings of a previous study (1981) in which questionnaires were given to student teachers, cooperating (or associate) teachers, supervisors, and principals to identify specific characteristics or competencies that were appropriate and in fact, needed by interns if they were to be successful working with students in *inner city elementary schools. One of the major objectives of this study and the former one was to guide university professors in offering an effective pre-service teacher education program.

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The majority of graduates from the program in the School of Education of Florida International University typically obtained positions in urban or inner city areas. Our focus became increasingly greater toward the multicultural population as well as low income schools and what the community needs were in relation to teachers in those schools.

As a result of the former study in 1981, changes were made in the undergraduate program of the Division of Childhood Education, so that students now are involved in internships of one hour each during each semester when they apply the generic 23 competencies of the State of Florida to their work in the schools. This series of internships (Internship IA, IB, and IC) prior to student teaching provide them with experiences which increase their understanding of the relationships between what they do in the classroom with children and the basic 23 generic competencies needed for successful completion of the program and state certification.

Review of the Literature

A number of studies have been done on the identification of generic teaching competencies in the last five years. They have been approached from various perspectives. Powers and Dunlap (1977), reported development of a four-semester program of teacher education at the University of Louisville. This program incorporated a hierarchy of skills through which students progressed.

The California State Department of Education (1978) similarly reported a generic teaching competency approach in their program to aid low income students in becoming teachers. Five generic competencies were identified in this program and teachers were trained to utilize these competencies in the classroom. The California State Department of Education concluded that "the effort to separate the observable teaching skills which underlie effective teaching is timely. Whether a teacher becomes a specialist in a given discipline, or focuses on a particular age level of students, or becomes associated with students with special needs, it is believed that these 'generic' teaching skills will form the foundation for effective teaching."(p.5)

The conclusion that it is a good idea to regard generic teaching competencies as a basis for program development led to the study conducted by Sagness, Gullickson, Hadley and Horn (1975), when they attempted to identify appropriate competencies. These investigators involved 100 participants, including interns, cooperating teachers, and School of Education faculty, in a study to determine priorities in the competencies related to field experiences of student interns in elementary and secondary education. A master list of 65 competencies were used and the participants were asked to use Q-sort ranking to determine the importance of the various competencies.

The results indicated that the student interns and the faculty of the School of Education shared similar views regarding the student-oriented, humanistic philosophy. The cooperating teachers' responses reflected greater concern for skills in classroom management.

A more analytic study was conducted by Fanslow and Wolins (1975). These investigators explored techniques for determining the usefulness of competencies within a teacher education program. Their method included criteria for deciding whether a competency item was a good one, or a poor one. Criteria were that a) items must reflect differences among student teachers who were being rated, b) items should not show inter-judge differences, and, c) items should not show inter-center differences. Centers were defined as those locations where student teachers were assigned.

Using analysis of variance, the investigators found that there were three groups of items. One group was designated as the "most promising." These items did not differ according to judge or center, but had high intra-class correlation coefficients. These high intra-class coefficients meant that the items reflected a differentiation among student teachers. Items in this group included, "The teacher indicated the objectives of the lesson and their importance to students," and, "The teacher is well prepared for class."

A second subgroup of items was reliably judged, but the items did not discriminate well among student teachers. These were items such as, 'The teacher used meaningful examples or illustrations for conveying ideas during the lesson," and, "The teacher used questions to elicit thinking and student response consistent with instructional goals."

Finally, there was a group of items that was reliably judged, but was rated more on teacher center differences. These were, "The teacher emphasized reasons and relationships concerning the facts," and, "The teacher followed through with her plans and yet remained flexible enough to adjust as needs became evident."

The study thus identified a method for selecting items which discriminate among teachers without reflecting judge and center biases. Ellett (1980) also attempted to identify valid competencies to measure teacher performance. He developed the Teacher Performance Assessment Instrument (TPAI) to measure the teaching skills of beginning teachers preparing for their first professional certification. After consulting various sources throughout the country and requesting statements from educators in various regions to respond to requests regarding appropriate competencies for the TPAI, 4,668 responses were consolidated into a revised list of 52 competency statements.

As part of the State of Georgia's Performance Based Certification (PBC) plan, the Teacher Performance Assessment Instrument was used for the first time in the 1980-81 school year.

This application of the instrument was to test beginning teachers' first year in the classroom, allow more accurate observation of teaching tasks than was formerly done, and assess competency implementation in an on-the-job situation. This study thus attempted to integrate theory with application in teacher preparation and to devise a way to assess whether higher education is preparing teachers for effective classroom performance.

Lastly, Lukin (1977) sought to determine the relative importance and extent of development of the seventeen student teaching experiences in the Lehman College undergraduate program. The subjects for this study were the student teachers, their college supervisors, and their instructors in the teaching program.

An instrument consisting of 17 items ranging from "least important" to "most important" was mailed to the 87 respondents during two consecutive semesters. With a range of 62% to 78% of the questionnaire's responses returned, the findings indicated that the competency, "Provision for individuality," was considered to be most important by all respondents. The competencies, "Uses commercially available tests," and, "Describes use of various media," were identified as least important. The item, "Classroom routines" was considered to be the competency that teachers must learn to develop, and the competency, "Describes the use of various media," was considered the least helpful in the development of student teacher abilities.

The Lukin (1977) study, like the others reviewed, provided general information concerning the identity, validity and priority of competencies. However, none of the studies gave information concerning the priority of competencies at each stage of a multi-stage teacher preparation program.

In the study by Campbell et al (1981) competencies for pre-service teachers at various stages in a multi-staged teacher education program were identified. Although the studies reported above provide the profession with information on competencies necessary for teacher preparation, only one study provided specificity for the preparation of teachers who were preparing for teaching in the urban setting where it seems that many teachers start their careers.

Urban Study II A

The current study was conducted to validate or further investigate the findings of the first study which was reported at an Urban Education Conference in Miami, Florida in 1981. The first study sought data on what the students should be expected to master at their beginning levels of a field experience, at their intermediate levels and at their advanced levels prior to their student teaching experience or internship. The current study focused on the same competencies as the earlier one, but instead of asking teachers in schools to respond to

what university students should be expected to know and to do prior to the student teaching experience, the teachers in the elementary schools were asked to respond to what they perceived were the important, moderately important, minimally important and not important characteristics or competencies needed by the successful teacher in urban schools.

Method and Procedures

The study was conducted in two separate components. The first portion was an open-ended interview with selected elementary school administrators (principals and/or assistant principals) in urban or inner city schools. Subsequent to the interview with the administrator, teachers of each school were asked to respond to the Urban Study II A questionnaire.

Subjects of the Study

Twelve administrators were interviewed of the thirteen schools which were involved in providing responses from teachers. One interview was not obtained due to a scheduling problem.

One hundred ninety-eight subjects responded to the 67-item questionnaire, forty-seven of whom were identified by administrators as outstanding teachers. Of those one hundred ninety-eight subjects who responded, 48 were Black, 34 were Hispanic, 1 was Asian, 1 was American Indian, 90 were Non-Hispanic White, and 24 cases did not report their ethnic backgrounds.

Instrument and Procedure

The selected elementary school administrators were interviewed by at least one member of the research team, using an 8-item open-ended questionnaire schedule. Comments were transcribed by the interviewer and were analyzed. (See appendix for interviewer's guide.)

The teachers in each school were given the Urban Study II A questionnaire. This instrument was based on the Internship Competency Survey developed by the research team in 1981.

The administration of the current survey took place in the latter part of the Fall Semester, 1982, and was conducted at each school by participating administrators. Further, administrators were requested to preserve anonymity of the teachers' responses, but were asked to identify for the research team the outstanding teachers in their schools in which the survey was being conducted.

The Urban Study II A questionnaire was a 67-item instrument designed to assess specific competencies and their relative importance as perceived by the teachers in urban or inner city schools. The instrument consisted of two parts. The first section had 60 competency statements. The subject responded to each statement by marking one of the following responses: 1) important, 2) moderately important, 3) minimally important, and, 4) not important, on a machine scorable optical scan sheet.

The second part of the Urban Study II A questionnaire consisted of seven (7) questions on biographical information including certification status of the teacher, years of teaching

experience, educational background, sex, educational background in relation to courses taken at Florida International University, School of Education, ethnic background, and whether or not the individual had ever been nominated for the award of Teacher of the Year in the school system.

Results

The interviews with the administrators were analyzed by scanning the responses, item by item. While the sample was limited in size, the administrators' attitudes concerning the skills and abilities of the outstanding urban teacher seemed to be indicative of many elementary school administrators in the Dade County area.

The first question was, "Are there some some factors or characteristics that you consider contribute the most to the teacher who is successful in teaching at schools in urban areas? For example, would they be certain personality characteristics, etc.?" While answers were suggested in the form of a checklist, further comments were solicited. The highest number of answers were "ability to use discipline in appropriate ways." The next highest frequency were, "interpersonal skills," and "ability to inspire the children or motivate them."

The administrators indicated that the outstanding teacher for the most part, enjoyed teaching the children in an urban school, were enthusiastic about the children, were well organized and knew how to manage the activities and discipline in the classroom. Some of the administrators' statements were, "children are

on task, not too quiet;" "has classroom management skills;" "has a positive enthusiastic personality;" "is somewhat intelligent;" "has genuine care and interest in the education and welfare of the inner city child;" "is familiar with some kind of management system."

In answer to the question, "What criteria about the outstanding urban teacher in the process of interviewing helps you determine if he or she will be offered a job?"; answers were given such as "is able to communicate;" "has a personal spark;" "has enthusiasm;" "gives articulate answers to non-standard questions;" "eagerness to work with personnel;" "is straightforward, answers intelligently;" "is person-oriented;" "is able to adapt materials and lessons to the children's needs;" "makes lessons relevant to students."

The questions, "What qualities do you see in the outstanding teacher's classroom as you walk by or stop in and observe him or her with children?", or "Would you describe the children's behavior and atmosphere of the classroom of the outstanding teacher?" drew the following answers from the administrators: "the teacher has strong organizational skills;" "has proven classroom management skills;" "has knowledge of students being taught;" "has strong preparation from a strong institution, with high grades in most subjects;" "has ability to relate to students;" "has a knowledge of reading and math systems;" "is flexible so that he or she can implement district mandated systems as well as developing one's own;" "materials should be

organized in an efficient system for easy retrieval by teachers, teacher aides, assistants and students;" "there should be evidence in the classroom of teacher-directed activities and independent activities by students;" "children are relaxed; there is a 'busy' noise;" "room is organized;" "children know the routine;" "children work well independently;" "there is an attitude of mutual respect in the room;" "well-disciplined class--children are excited about learning;" "children are involved in on-task activity, relatively quiet;" "teacher working with single child or small groups;" "attractive room;" "well-organized, on-task behavior by children and teacher;" "teacher should be teaching."

The administrators were asked, "If you were teaching at the university in a teacher education program for teachers in urban elementary schools, what training ideas for basic competencies would you want to see included in courses for them? Why so?" Many administrators expressed the hope that teachers would learn about classroom management in the urban school: "management skills and being able to communicate in all forms;" "realistic strategies for classroom management;" "classroom organization and management;" "alternative solutions to behavior problems;" "have an understanding of various ethnicities." Another set of concerns was with competence in "the three R's." One answer from an administrator was: "teacher training should include courses or work that helps future teachers in assessing students' needs and determining levels of instruction; future teachers should have exposure to commercial materials that are available

and also be able to design/implement teacher-made materials for teaching the mastery of skills; he or she should have practice in organizing classrooms including the arrangement of furniture available for maximum benefit and usage in grouping students." Another response was, "teach teachers to work with different types of children;" another response, "upgrade the skills of inner city teachers;" "the teacher is also a social worker."

When the administrators were asked how the teacher manages to have enough equipment or materials considering the shortfall in budgets, the answers were: "by scrounging and borrowing;" "from own money, parent support, scrounge;" "re-do the old,or make their own, or they know where to find or from whom they may obtain the new;" "make own, recycle used;" "bug the principal to death;""goes and gets it from all areas;" "collects 'freebies' to be utilized as an educational resource and uses resources that are available and have meaning for children;" "make their own educational materials, adapt and modify others already available;" "re-order priorities;" "has creativity;" "asks PTA;" "an outstanding teacher does not have to rely on a roomful of materials."

One principal indicated that the outstanding teacher's classroom and school have a "good working climate and relationships which reflect above average attendance for students and staff."

It appears that the outstanding teacher has to have above average organizational skills, classroom management abilities, must care about children, be enthusiastic about all kinds of children, can welcome the challenge of difficulties in children's

learning, has to have alternative strategies for solving behavior problems; has an attractive classroom as well as one which reflects a busy on-task type of behavior of children and teacher. Relationships between the outstanding teacher and children reflect mutual respect.

After talking to one principal about the purpose of the study, to identify outstanding teacher's characteristics, she said, "Well, although many teachers may know what to say or know the 'right answers' and know how teachers should be interacting with children, and should be adapting to individual levels of children's learning skills, and should know how to motivate children, many of them are not able to do what they say is important in teaching effectively."

Some of the members of the research team observed teachers who were identified by the principal as outstanding, and found that the outstanding teachers were enthusiastic about the students and teaching, were happy about the learning gains of the children and wanted to show the children's successes to the team members by having the children read a few passages from a book, talk about some of the work they were doing, or show something they had created in poetry or art. The outstanding teacher whom the team members observed, understood children's problems of various kinds; had an attractive classroom which reflected specific subject matter areas and aesthetic work of the children; seemed to have appropriate activities for the children's levels or skills;

had children in groups as well as in independent activities; had respect for one another in the classroom; and generated a general atmosphere of effectiveness in work and interpersonal relationships in the classroom.

The questionnaire data obtained from the teachers in the urban schools were analyzed by utilizing the Statistical Package for the Social Sciences. Update 7-9 (Hull and Nie, 1981). Many variables were analyzed including male/female perceptions, number of years of experience in teaching, ethnic differences, nominations for teacher of the year as indicated by the respondent, educational level achieved and outstanding teacher as identified by the administrators. For purposes of this paper, the team intended to concentrate on the responses of the teachers who were identified as outstanding by the administrators, and compare those responses to the ones given by teachers who were not identified as outstanding by the administrators.

These data were analyzed utilizing analysis of variance (ANOVA) techniques as described in Hull & Nie (1981). The .05 level of significance was selected as the alpha level of acceptance. Surprisingly, when this criterion was applied to the outstanding versus the non-outstanding teachers, only one item was found to have a statistically significant difference at the .05 level or below. This was the item which stated, "shows concern for students." Even more surprisingly, outstanding teachers rated this item less important than did the non-outstanding teachers.

The team was also interested in the results of data analysis when applied to those individuals who identified themselves as having been nominated teacher of the year versus those individuals who had not been nominated for this honor. In this case, differences appear at the .05 level. Table 1 contains those items.

Table 1

Competencies Differentiating Teachers Reporting Being Nominated for Teacher of the Year

Competency	Significance	Deviation from Average
4. Is able to communicate students' problems to parents.	$p < .05$	more important
18. Counsels with students both individually and collectively concerning their academic needs.	$p < .01$	more important
24. Uses both direct and indirect methods of presentations.	$p < .05$	more important
30. Demonstrates teaching skills which assist students in developing their own values, attitudes, and beliefs.	$p < .05$	more important
36. Demonstrates an awareness of patterns of physical and social development in students.	$p < .01$	more important
38. Is able to use different techniques for stimulating pupil interest.	$p < .01$	more important
39. Demonstrates the ability to read, comprehend, and interpret professional material.	$p < .01$	more important
40. Formulates a standard for student behavior in the classroom.	$p < .05$	more important
41. Demonstates instructional and social skills which assist students in interacting constructively with their peers.	$p < .001$	more important
52. Demonstrates instructional and social skills which assist students in developing a positive self-concept.	$p < .05$	more important
53. Establishes rapport with students in the classroom by using verbal and/or visual motivational devices.	$p < .05$	more important
58. Presents directions for carrying out an instructional activity.	$p < .01$	more important

There was an inconsistency between the results of the outstanding teachers, as rated by administrators, and the results of the teachers who indicated that they had been nominated for teacher of the year award. The team hypothesized that since 46 teachers were identified as outstanding, and 74 teachers had indicated that they were nominated for the teacher of the year award, the effects of the data received from the teacher of the year candidates may have obscured possible and clear differences that might have been found in the responses of the outstanding teacher versus the responses of the non-outstanding teacher.

All nominees for the teacher of the year award who were not rated as outstanding by administrators were removed from the sample. This left a total of 27 outstanding teachers and 96 non-outstanding teachers. When the analysis of variance procedure was applied to these groups, it was found that five items were significant at the .05 confidence level.

Items significant at the .05 level are contained in Table 2.

Table 2

Competencies Differentiating Outstanding Teachers

Competency		Significance	Deviation from Average
11.	Relates the subject matter to experiences and understandings beyond the classroom.	$p < .05$	less important
17.	Likes children.	$p < .05$	less important
18.	Counsels with students both individually and collectively concerning their academic needs.	$p < .05$	less important
44.	Uses appropriate techniques to motivate the student at his or her level of capabilities.	$p < .05$	less important
55.	Shows a concern for students.	$p < .05$	less important

In the pursuit of finding answers to apparent inconsistencies of results, it was decided to correlate the number of individuals who were nominated teacher of the year with those identified as outstanding by administrators. When the Pearson product moment correlation statistic (r) was applied, it was discovered that less than 50% of the teachers considered outstanding by administrators had indicated that they had been nominated as teacher of the year. The Pearson product moment correlation for this was .04627. This level of correlation is not statistically significant.

The results of these analyses seem to indicate that when one examines the responses on the questionnaire, it is apparent that the teachers respond in a similar manner. This may reflect the comment made by one principal (whom we have already quoted) that, "Well, although many teachers may know what to say or know the 'right answers' and know how teachers should be interacting with children, and should be adapting to individual levels of children's learning skills, and should be adapting to individual levels of children's learning skills, and should know how to motivate children, many of them are not able to do what they say is important in teaching effectively."

Summary and Implications for Education and for Future Research

This study investigated responses of outstanding teachers, as identified by principals in each of their respective schools to determine what characteristics and competencies were needed for successful teaching in inner city or urban schools. The outstanding teachers, as identified by the principal and/or assistant principal, were those who, 1) were enthusiastic about students and teaching; 2) were happy about the students' learning gains; 3) had an understanding of children's problems of various kinds; 4) were able to manage their classrooms well by obtaining children's interest in learning and having activities that were appropriate to their levels of abilities and skills; and 5) were able to have the children learn in various groups as well as in independent activities. The attendance of children was high in the outstanding teacher's classroom.

The responses of the outstanding versus the non-outstanding teacher did not reflect significant differences that a researcher might anticipate at first thought. This would suggest that more observations need to be made on what the outstanding teacher actually does in the interaction process with children in terms of a) the skills in teaching, b) the personality characteristics and relationships, and c) comments made to children in relation to their work, their knowledge of self-success, their feelings engendering a desire on the part of the children to persist in efforts toward learning, despite what might be difficult for the child.

With more observations of the teacher in the classroom, and one in which the children are doing well and enjoying their work at school, educators might know what those teachers are actually doing to enhance the children's learning and their desire to come to school every day. Typically, the teacher of the outstanding classroom is enthusiastic and optimistic about life despite occasional setbacks or disappointments. Children who learn this kind of philosophy from modeling the teacher can sustain the energy needed to succeed despite the fact that it requires time and sheer persistence to remain at the task.

An instrument of specific variables can be devised to more sharply define what combination of skills, personality characteristics, and predispositions, individuals need if they are to enjoy working in inner city schools. Personality variables need to be considered as well as the knowledge that teachers have about the subject matter or the 3 R's that they need to teach. Having the knowledge does not ensure that the act of successful teaching will occur in the classroom with children, but it is a start toward that end. Knowing how to interact effectively with children in the inner city areas and empathizing with their problems, as well as knowing that they can learn if they have teachers who are predisposed in that direction of positive classroom structure and the like, can contribute toward success of the teacher in the inner city schools.

It would be helpful to give students a questionnaire at the beginning of their upper division courses in teacher education to determine what their impressions are of "what an inner city school is like." Later, in their course work or in the last semester prior to their student teaching, the questionnaire could be given again to the same students to see whether their impressions had changed.

Future research needs to be done on the observation of administrators in their interaction with teachers in their daily work at school. Observations are also needed of meetings, routines, visits to the classrooms when the children are at work, problems with parents, how these problems are discussed and are resolved, how the staff speak to each other in attempts toward accomplishing mutual assistance for children in school and for the parents at such times that these efforts are needed most. One administrator commented when asked how long he had been at that school, "Ten years, and it seems like only yesterday that I first arrived." This is an appropriate commentary on his attitudes toward his work and it was reflected in the pride that he took in showing some team members various projects, people, and programs around the school. The learning that was taking place, the opportunities children had in the elementary school abounded to learn about various professions and occupations as well as opportunities for expression in the arts.

It seems that <u>there are teachers</u> in the schools of the inner city who remain in those schools, are dedicated to the children and to doing an effective or outstanding job in their professions. They need to be used in some way as prototypes

that can indicate to educators what should be included in programs for either pre-service or in-service teachers. Instruments should be devised based on observations of those teachers which can be used by administrators, students and university personnel to predict whether the new students entering teacher education programs in the pursuit of a degree and certification for teaching would be effective and would enjoy teaching in inner city schools.

It is true that children in the inner city schools are the major recipients of the work of an effective teacher. The teachers themselves, however, become the individuals who are able to sustain high energy levels as they work with the children because the results of their interaction are visible in the learning gains of the children. The pride that teachers must feel in the knowledge that they have helped many human beings develop in positive ways, is needed to reassure the teachers that they have chosen the appropriate profession to allow them to express various skills and abilities that are congruent with the needs of others.

With appropriate guidance regarding the propensities, skills, competencies and characteristics that are needed for effective teaching results in an inner city school, and with some instruments that may have reliable predictability factors, students who enter teacher education programs may be able to learn early whether they would achieve satisfaction in working with children who very much need outstanding teachers in inner city schools.

APPENDIX

Florida International University Fall, 1982

Urban Study II A

Identification of Essential Characteristics and Competencies of Effective Urban Teachers

Directions

The Division of Childhood Education is seeking your assistance for purposes of identifying essential characteristics and competencies needed for effective or successful teaching in urban schools.

PLEASE READ EACH OF THE FOLLOWING CHARACTERISTICS OR COMPETENCIES AND MARK ONE OF THE CHOICES DESIGNATED FOR EACH OF THE STATEMENTS.

KEY: 1=Important 2=Moderately Important 3=Minimally Important 4=Not Important

1.	Identifies and/or develops appropriate materials for students.	1	2	3	4
2.	Is accepting/able to work with students regardless of race or ethnic background.	1	2	3	4
3.	Shows enthusiasm in teaching.	1	2	3	4
4.	Is able to communicate students' problems to parents.	1	2	3	4
5.	Demonstrates the ability to write in a logical easily understood style with appropriate grammar and sentence structure including on the chalkboard.	1	2	3	4
6.	Is able to develop appropriate lesson plans.	1	2	3	4

KEY: 1=Important 2=Moderately Important 3=Minimally Important 4=Not Important

7. Demonstrates efficiency in building and/or awareness of system-wide routines and procedures.	1	2	3	4
8. Uses students' ideas in planning activities.	1	2	3	4
9. Identifies long-range goals for a given subject area.	1	2	3	4
10. Selects learning models appropriate to objectives and students.	1	2	3	4
11. Relates the subject matter to experiences and understandings beyond the classroom.	1	2	3	4
12. Is able to make referrals of students who have vision, hearing or speech difficulties.	1	2	3	4
13. Runs a democratic classroom.	1	2	3	4
14. Demonstrates the ability to comprehend and interpret a message after listening.	1	2	3	4
15. Creates an interesting (motivating) learning environment including interest centers, bulletin boards, furniture arrangements, etc.	1	2	3	4
16. Has patience with students.	1	2	3	4
17. Likes children.	1	2	3	4
18. Counsels with students both individually and collectively concerning their academic needs.	1	2	3	4
19. Develops and uses lesson plans which includes appropriate, clearly stated behavioral objectives, in cognitive, affective, and psychomotor domain.	1	2	3	4
20. Identifies and/or prepares appropriate techniques for assessing intellectual growth of students.	1	2	3	4
21. Is task oriented and organized.	1	2	3	4
22. Is able to report students' progress to parents.	1	2	3	4

KEY: 1=Important 2=Moderately Important 3=Minimally Important 4=Not Important

23. Demonstrates the ability to orally communicate information on a given topic in a coherent and logical manner.	1	2	3	4
24. Uses both direct and indirect methods of presentations.	1	2	3	4
25. Selects, adapts, and/or develops instructional materials for a given set of instructional objectives and student learning needs.	1	2	3	4
26. Paces questioning to allow sufficient time for thought process to responding.	1	2	3	4
27. Establishes a set of classroom routines and procedures for utilization of materials and physical movement.	1	2	3	4
28. Demonstrates a professional attitude and ethical behavior.	1	2	3	4
29. Shows a genuine interest in students.	1	2	3	4
30. Demonstrates teaching skills which assist students in developing their own values, attitudes, and beliefs.	1	2	3	4
31. Demonstrates capacity for development.	1	2	3	4
32. Uses appropriate praise techniques.	1	2	3	4
33. Identifies and/or develops a system for keeping records of class and individual student progress.	1	2	3	4
34. Provides a rationale for the relationship between objectives and teaching activities.	1	2	3	4
35. Is able to select materials that are at the reading level of students.	1	2	3	4
36. Demonstrates an awareness of patterns of physical and social development in students.	1	2	3	4
37. Selects objectives which reflect the assumed capabilities of the students.	1	2	3	4

KEY: 1=Important 2=Moderately Important 3=Minimally Important 4=Not Important

38. Is able to use different techniques for stimulating pupil interest.	1	2	3	4
39. Demonstrates the ability to read, comprehend, and interpret professional material.	1	2	3	4
40. Formulates a standard for student behavior in the classroom.	1	2	3	4
41. Demonstrates instructional and social skills which assist students in interacting constructively with their peers.	1	2	3	4
42. Bases decisions on sound psychological, physiological, and sociological principles of education.	1	2	3	4
43. Is able to write performance objectives.	1	2	3	4
44. Uses appropriate techniques to motivate the student at his or her level of capabilities.	1	2	3	4
45. Shows enthusiasm for students.	1	2	3	4
46. Identifies causes of classroom misbehavior and employs a technique(s) for correcting it.	1	2	3	4
47. Accepts and benefits from constructive criticism.	1	2	3	4
48. Demonstrates the ability to add, subtract, multiply, and divide.	1	2	3	4
49. Identifies and/or demonstrates behaviors which reflect a feeling for the dignity and worth of other people including those from other ethnic, cultural, linguistic, and economic groups.	1	2	3	4
50. Keeps accurate records of student progress.	1	2	3	4
51. Gives immediate feedback, both verbal and non-verbal.	1	2	3	4
52. Demonstrates instructional and social skills which assist students in developing a positive self-concept.	1	2	3	4
53. Establishes rapport with students in the classroom by using verbal and/or visual motivational devices.	1	2	3	4

KEY: 1=Important 2=Moderately Important 3=Minimally Important 4=Not Important

54. Select, develop, and sequence related learning activities appropriate for a given set of instructional objectives and student learning needs.	1	2	3	4
55. Shows a concern for students.	1	2	3	4
56. Diagnose the entry knowledge and/or skill or students for a given set of instructional objectives using diagnostic tests, teacher observations, and student records.	1	2	3	4
57. Is able to write behavioral objectives based on Bloom's Taxonomy.	1	2	3	4
58. Presents directions for carrying out an instructional activity.	1	2	3	4
59. Construct and sequence related short-range objectives for a given subject area.	1	2	3	4
60. Construct or assemble a classroom test to measure student performance according to criteria based upon objectives.	1	2	3	4

Biographical Information

Please answer the biographical section of the questionnaire, which begins immediately below. Mark each response on your Opscan sheet in the position corresponding to the item number. At no time are you expected to identify yourself by name. All responses are considered anonymous. Participation in this study is voluntary.

PLEASE NOTE TO START AT #61 ON YOUR ANSWER SHEET.

61. Which of the following statements best describes your status?

1. I am certified and currently teaching.
2. I am teaching in a permanent position, but I am not certified.
3. I am a school administrator (principal or assistant principal).
4. I am currently doing my student teaching.

62. Please indicate the level of your teaching experience (choose one).

1. From 1 to 3 years of teaching experience.
2. Four or more years of teaching experience.
3. Five or fewer courses in core methods and/or professional education (first semester, junior year).
4. Between six and ten courses in core methods and/or professional education (second semester, junior year).
5. More than ten courses in core methods and/or professional education, but not yet in student teaching (first semester, senior year).

63. Educational Background

1. Bachelor's Degree plus courses (non-degree, PIP credit courses, workshops).
2. Presently pursuing a Master's Degree in Education.
3. Presently pursuing a Doctorate in Education.
4. Non-applicable.
5. I have a Master's Degree.

64. I am

1. Male.
2. Female.

65. Have you ever been nominated Teacher of the Year?

1. Yes.
2. No.

66. Is Florida International University the institution in which you have done your student teaching, are currently doing or have done graduate work?

1. Yes.
2. No.

67. My ethnic background is

1. Hispanic.
2. Black.
3. Asian.
4. American Indian
5. Non Hispanic White.

Prepared by the faculty of the Division of Childhood Education, Florida International University, Fall, 1982. Urban Study II A

Florida International University - Urban Study II A

Date _____ Fall, 1982

Interview Questions to be Used with Administrators

This should take about twenty minutes. Feel free, however, to give more information and time than we are alloting if you feel it will enrich the data. We do appreciate very much your participation in our study.

1. Are there some factors or characteristics that you consider contribute the most to the teacher who is successful in teaching at schools in urban areas? For example, would they be
   ___ certain personality characteristics
   ___ educational background and preparation in certain skills
   ___ the institution in which a teacher was trained
   ___ the number of years in teaching
   ___ same ethnic group as the children being taught
   ___ ability to bring various ethnic points of view to pupils
   ___ maturity in a chronological sense
   ___ interpersonal skills
   ___ ability to use discipline in appropriate ways
   ___ ability to inspire the children or motivate them
   or- what would you say they are?

2. What qualities do you especially look for in the urban school teachers that you hire? (If the respondent wishes to give his/her reasons for choices, allow him/her to do so.)

3. What criteria about the outstanding urban elementary school teachers in the process of interviewing helps you determine if he or she will be offered a job?

4. What qualities do you see in the outstanding teacher's classroom as you walk by or stop in and observe him or her with children? or, would you describe the children's behavior and atmosphere of the classroom of the outstanding teacher?

5. If you were teaching at the university in a teacher education program for urban elementary school teachers, what training ideas for basic competencies would you want to see included in courses for them? Why so?

6. How does the outstanding teacher manage to have enough equipment and materials for these students to use despite financial shortfalls?

7. As a general last question--are there some other comments you would like to make that would be helpful to the university educators who are planning programs needed to provide the competencies and characteristics of outstanding teachers in the urban setting?

8. I appreciate very much your giving us time and information and your wise judgment. We will let you know how our study turns out. Your contribution has helped us greatly. What would your hopes be in terms of how the information of the study should be disseminated or shared to help other administrators and teachers in urban areas?

Interviewer's Name _____
School _____
Number of children in school _____
Composition of population of school _____
Unusual features of the school _____

General additional comments by or the observations of the interviewer _____

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